EXAMINING THE UNDER-REPRESENTATION OF DEAF ADMINISTRATORS AND COACHES AT PREDOMINATELY HEARING SPORT ORGANIZATIONS

A Dissertation

by

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ABSTRACT

Participation in Deaf sport is a major means of socialization in the Deaf community. It provides physical and psychological benefits, as well as opportunities for Deaf managers to further their leadership abilities. Given the importance of sport participation, and the prominence of Deaf sport organizations, it is incongruous that there is an under-representation of coaches and administrators who are Deaf in sport. Employing individual semi-structured interviews, data were gathered from five Deaf coaches and administrators currently employed within a predominately Deaf sport organization. First, the data were unitized, then categories were formed based on the similarities and differences of data being analyzed. Lastly, data were presented as themes best representing the experiences of the participants.

Results indicate that Deaf coaches and administrators have interest working within hearing intercollegiate sports; however, oppression and overall disregard that Deaf coaches and administrators experience from the hearing world also serve to diminish these aspirations. The results of this study also suggest that Deaf coaches and administrators experience discriminatory treatment similar to that of other minority groups in the sport context. Furthermore, such discriminatory treatment encourages Deaf coaches and administrators to remain embedded within predominately Deaf sport organizations. This study allows for the voices of Deaf coaches and administrators to be heard while providing sport management practitioners and scholars with a better understanding of the discrimination Deaf individuals face.

DEDICATION

"There is no wisdom, no insight, no plan that can succeed against the Lord" –Proverbs 21:30

To all those who have ever wanted to see me fail, thank you for the motivation.

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First and foremost I want to give thanks to God, with him all things are possible, and without him I am nothing. There is no way I would have made it this far without him walking by my side and carrying me during those times I was too weak to stand alone. I am so grateful for my committee chair, Dr. Cunningham, who believed in me when so many people wanted to see me fail. During my journey I have learned that those you think are for you, sometimes turn their backs on you. But when God takes a good thing away, know that he will present you with something greater. Dr. Carter-Francique, thank you for your continual support in this dissertation topic and recognizing its importance. Dr. Batista, Dr. Dooley, Dr. McKyer, and Lydia (L-Dub) thank you for your support and encouragement throughout this dissertation process as well as throughout my doctoral studies.

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CHAPTER I

INTRODUCTION: MEETING THE DEAF-WORLD

The DEAF-WORLD faces a dilemma with regard to the provisions in the laws concerning children with disabilities. On the one hand, disability legislation aims to provide Deaf children and adults with an education, access to information, and protection of their civil rights; they must have these provisions if they are to live fulfilling lives and to be participating citizens in our democracy. Therefore, the DEAF-WORLD supports such legislation. On the other hand, the DEAF-WORLD is a linguistic and cultural minority quite unlike disability groups and with a distinctly different agenda. Moreover, to be Deaf is not a disability in Deaf culture, and most members of the DEAF-WORLD see no disability in their way of being. To give up their legal rights would be self-defeating; to demand them under disability law seems like hypocrisy and undermines the Deaf agenda, which aims for acceptance of ASL and Deaf culture.

-Lane, Hoffmeister & Bahan, 1996 (p. 232)

Diversity in American Society

Diversity is the personal characteristics that make one individual different from another. Cunningham (2007) suggests, "diversity entails all the ways in which people can differ, including dissimilarities based on demographics, culture, language, physical ability, education, preference, attitudes, and beliefs" (p. 7). DiTomaso (2010) notes that what is most important to consider about diversity are the type of differences that have social significance. Some people are right-handed while others are left-handed; however, these types of differences have no social significance (DiTomaso). Other diversity

dimensions do have social meaningfulness, primarily because of the historical, cultural, and political phenomena associated with them. Thus, the difference is the impact people and the lives they lead. This is captured in Hayes-Thomas's (2004) definition of diversity, as "differences among people that are likely to affect their acceptance, work performance, satisfaction, or progress in an organization" (p. 12). This definition acknowledges that differences have the potential to affect the outcomes in one's life and tend to maintain and reproduce inequalities (DiTomaso). These are types of differences that are of concern.

Diversity has become a major issue and topic of conversation in American society because the country continues to become more diverse in terms of demographics and attitudes as the population continues to grow and change (Cunningham, 2007). As the population changes, so does the U.S. workforce. Consequently, the similarity or lack thereof among employees can impact their work opportunities (Cunningham, 2007). While patterns of diversification become more prominent in sport organizations, there still remains a disregard for those who are *considered* disabled.

Disability in American Society

There are many different types of disabilities, ranging from developmental and learning disabilities, to visual and hearing disabilities. Unfortunately, disabilities are often perceived as highly noticeable physical or mental "impairments," and too often generalizations are inaccurately made about people with cognitive disabilities to refer to all people with disabilities (Olkin, 2002).

Disability issues are increasingly being explored as topics can range from very broad issues regarding the disabled community as a whole, to very specific issues that

address one particular group within the disabled community. Some scholars have studied the effects of people with disabilities and how their peers perceive accommodations. As one example Paetzold, Garcia, Colella, Ren, Triana, and Ziebro (2008) found that peers perceive less fairness when an individual with a disability receives an accommodation. Further, Colella (2001) argued that some people might perceive accommodations to be unfair because they tilt the equity equation in favor of the person being accommodated. Although much has been done, the research is relatively small in comparison to other diversity forms (see Cunningham, 2007).

Statement of Problem

Historically opportunities in the workplace for people with disabilities have been limited (Cunningham, 2007). Ableism, or the discrimination against people with disabilities, is prevalent in many organizations in spite of the Americans with Disabilities Act (ADA) (Cunningham, 2007). The ADA prohibits employers from discriminating against qualified job applicants with disabilities; however, research shows that stigma and discrimination against people with disabilities are common in the workplace (Courtwright, 2009; Larson, 2008; Link & Phelan, 2001; McMahon & Hurley, 2008).

Although employers are said to have positive attitudes towards individuals with disabilities, research has shown that they are more reluctant to actually hiring such individuals (Bruyère, Ericson, & Ferrentino, 2003; Hernandez, 2000). When people with disabilities are employed within an organization, they are more likely to be placed in a position with very few demands, and less challenging work roles (Bell, McLaughlin, & Sequeira, 2004).

Sport scholars who research issues of diversity have asserted that individuals who control access to upper level management and coaching positions in sport organizations are typically able-bodied (Cunningham, 2007; Cunningham & Sagas, 2005; Doherty & Chelladurai, 1999; Singer et al., 2010). According to Cunningham (2007) every major professional sport organization within North America has some type of initiative in place aimed at improving diversity or increasing the representation of traditionally under-represented groups. Still, with such initiatives in place, there is a dearth of individuals with disabilities in every context of sport. This could be due to the notion that sport is considered a platform for individuals to showcase their athletic prowess; as such, individuals with disabilities are viewed as incapable of participating in sport or may even be perceived as lacking adequate knowledge of sport and physical activity.

Several points run counter to this belief. First many athletes with disabilities perform at high levels, as evidenced by the Paralympics. Second, many disabilities are not physical in nature, such as being Deaf. Deafness is a common sensory condition that affects nearly 70 million people worldwide (Blanton, Nance, Norris, Welch, Burt, Pandya & Arnos, 2010). In the United States about one out of every 1000 infants are born with what has been medically termed as "severe to profound" sensorineural deafness and one to two are born with a "less severe" bilateral or unilateral hearing loss (Morton, 1991: White, 2003). Despite its prevalence in the U.S., few researchers have examined Deaf athletes, particularity within the U.S.

Purpose of Study

As one who does not view Deafness from a medical point of view, I see no relevance in distinguishing between the spectrums of decibel lost in individuals who are

Deaf in this dissertation. The single way in which I will characterize persons who are Deaf, (not deaf), for the purpose of this study are: individuals whose primary language is signed language. While Deaf people possess various levels of hearing, some chose to use their voices while others refrain from speaking and rely solely on signed language; this dissertation aims at liberating individuals who experience subjugation because they are members of the Deaf community.

The purpose of this dissertation is to highlight the experiences of Deaf sport administrators and coaches working within predominately Deaf sport organizations (PDSOs), as their voices are very seldom heard in the context of sport. PDSOs are sport organizations that are governed predominately for and by individuals who are Deaf. Sport administrators and coaches who are Deaf are typically employed with PDSOs. In contrast, predominately hearing sport organizations (PHSOs) are mainstream sport organizations that are not specifically governed for and by individuals who are Deaf. Individuals who are Deaf have not only been absent in administration and coaching positions in PHSOs, but they have also been absent from much of the sport management literature.

Significance of Study

While there have been some (by no means substantial) studies regarding athletes with disabilities, the research on sport administrators and coaches with disabilities who are employed within major sport organizations is scarce. Thus the voices of coaches and administrators who are Deaf are seldom heard or considered in broader discussions of human resource management or diversity. This serves to silence these individuals and potentially discourage others from pursuing this line of inquiry. In fact, the topic of

disability is oftentimes seen as marginal, which according to Olkin (2002) "can discourage students from pursuing disability-related dissertation topics, resulting in failure to infuse new perspectives in the field or to train future disability researchers. Thus a cycle is perpetuated wherein disabilities are not addressed" (p.131). This dissertation attempts to address an underrepresented population that has yet to be examined.

Epistemological Framework

Prior to the 1970's, people with disabilities were defined by their disability, such as being crippled, schizophrenic, dyslexic, and so on. In the 1970s "people first" language was adopted in which the individual with a disability was first acknowledged as a person following the acknowledgement of her or his disability (e.g. person with schizophrenia; Olkin, 2002).

Two views of disability are prevalent. The Medical model views disabilities as a biological defect in which cures and improvements of disabilities are sought to the greatest extent possible (Olkin, 2002). The social model of disability, in contrast, claims that disability is a social construct; disablement is created within an environment or society, which is inadequately equipped to accommodate and include people with disabilities (Olkin, 2002). In the social model, people with disabilities are seen as a minority group. Padden and Humphries (1988) suggest that those who follow the medical model treat people who are Deaf as "medical cases or as people with disabilities who compensate for their deafness by using sign language" (p. 1).

Deaf scholars have expressed concern about research methods that do not take into consideration the unique and diverse culture and socialization of the deaf community

(DeClerck, 2010). DeClerck (2010) calls for epistemological reflection and new research methods in deaf studies. DeClerck (2010) states:

> Deaf epistemologies challenge scholars and others to reflect on audism and phonocentrism in the production of theory and knowledge, and are driven by a desire to have eyes for the hands that sign deaf perspectives on social reality…deaf epistemologies are emancipation oriented and motivated by the wish of deaf people to live equal lives and to live up to their potential (DeClerck, 2010, p. 436).

According to Lane (2005) *audism* is the "hearing way of dominating, restructuring, and exercising authority over the deaf community" (p. 43). DeClerck (2010) argues for multiple perspectives in research; one in particular that considers the diverse lives and experiences of people who are deaf.

In 1965, American Sign Language (ASL) was legitimized as a bona fide language (DeClerck, 2010). It is important to not just see people who are Deaf as a group of people who represent a diversity dimension but realize they are also part of a linguistic minority. Olkin (2002) notes that, "there are many similarities in the minority experience, whether it is based on disability, ethnicity, gender, or sexual orientation. The essential definition of a minority group is not numbers but the experience of prejudice, stigma, discrimination and oppression" (p. 134). Although there are similarities to other minority groups, the true experiences of Deaf people have been excluded from science for many reasons, including the notion that science is perceived to be a practice that is influenced by hearing ideology (Markowicz & Woodward, 1982).

As Markowicz and Woodward (1982) examined Deaf research studies, they found that research had been dominated by investigators examining relationships between behavior and intelligence in individuals who were Deaf, but failed to take into account the influences of the Deaf culture experience. Whether examining intelligence, behavior, health, or employment aspirations, it is important to make sure that the Deaf culture experience is considered. Results of the research produced by hearing researchers may also be questionable (Markowicz &Woodward, 1982); therefore, it is important to acknowledge whether one is a complete outsider to Deaf culture and the Deaf community, and how her or his positioning might influence research results.

Critical Disability Theory

Disability studies emerged as an academic discipline during the 1970's and have continued to expand into the 21st century (Meekosha & Shuttleworth, 2009). Disability studies have also made an impact on the research agendas in other disciplines. Mainly beginning within the social sciences and the humanities, disability studies became increasingly taken on board by the applied sciences such as architecture, engineering, and design, as ADA legislation and compliance became a major influence on the construction of architectural designs. Similar to women's studies or Black studies, critical disability studies (CDS) can also be viewed as a critique of specific approaches to handling disability issues and research. Since disability studies have an interdisciplinary frame, it can be easily incorporated into fields such as sport management.

While the term CDS has been in active usage over the last decade, it escorts a social, political and intellectual reevaluation of explanatory paradigms used to understand the lived experiences of people with disabilities as well as potential ways for social,

political and economic change (Meekosha & Shuttleworth, 2009). There are many factors influencing the reevaluation of disability research that led to the development of CDS.

The social model of disability only argued for a distinction between "impairment" as a functional limitation and "disability" as a socially generated system of discrimination and oppression (Meekosha & Shuttleworth, 2009). Using the term CDS, on the other hand, moves away from a simple binary understanding of how disability is viewed (e.g. social and medical model). Although CDS includes key components that derived from the social model of disability, CDS incorporates a more complex conceptual understanding of disability oppression (Meekosha & Shuttleworth, 2009). The influx of postmodernist scholars escorting the decentering of subjectivity in humanities and cultural studies also helped enabled a more critical approach to conceptualizing disability studies (Meekosha & Shuttleworth, 2009).

Research Questions

With the brief discussion above the following questions are appropriate to expand upon concerning sport administrators and coaches who are Deaf:

1. How do Deaf sport administrators and coaches perceive inclusivity and access to employment at PHSOs?
2. How do Deaf coaches and administrators view their work experiences?

Organization of Dissertation

This dissertation consists of five chapters. Chapter I briefly introduces the problem, and the significance of exploring the topic, along with the epistemological framework that will guide this study. Chapter II identifies literature that is pertinent to

understanding the identity and upbringings of people who are Deaf, the significance of Deaf sports, legislation that impacts the lives of Deaf people, and the Theory guiding the study. Chapter III describes the research paradigm, research design, and methods of inquiry that are used to conduct the study. Chapter IV discusses the researcher's findings, and Chapter V presents an overall conclusion and discussion.

CHAPTER II

REVIEW OF LITERATURE

The Deaf Community

As the focus of this dissertation is on Deaf people, I begin with a review of basic concepts related to this community. Deaf People[1] assume the identity of one who is a part of a distinct minority group and culture. The Deaf movement, which was organized by a group of people, shared the belief that deafness was not a disability but a distinct minority culture with its own language, American Sign Language (ASL). Haugen, Musser and DeMott (2008) proclaim:

> Deafness is not a disability that is readily apparent to observers; it has no physical telltale deformity or palsy, and deaf people do not require the aid of obtrusive mechanical devices to survive or get around on a day-to-day basis. Instead, that which sets deaf people apart from the nondisabled world relates to communication (p. 23).

While there are unquestionably barriers in communication between those who are Deaf and those who are hearing, The Deaf-World does not consider being Deaf a disability. As such the term Deaf, as expressed in this dissertation and in other works, is often spelled with an upper case D, referring to those who view Deaf people as part of a minority culture. Deaf spelled with a lowercase d, refers to those who consider Deaf people as hearing impaired (DeClerck, 2010; Haugen, Musser & DeMott, 2008).

[1] Although the "people first" language has been adopted in which individuals with disabilities are first acknowledged as a person following the acknowledgement of their disability (Olkin, 2002), in this dissertation I use the phrase "Deaf people" in multiple cases. By using the phrase "Deaf people" I am referring to a distinct culture of people rather than a group of people with a disability. For example, I am more likely to use the phrase "Black people" rather than the phrase "people who are Black" to refer to people who are of a particular racial minority group. In this same fashion, I refer to Deaf people.

Subjugation of the Deaf Community

In the 1800's, researchers discovered that the trait of deafness could be carried from Deaf parent to child. Subsequently audists discouraged Deaf people from sexual reproduction. In 1883, audist Alexander Graham Bell wrote in a memoir the detriments of intermarriage and reproduction between Deaf people. Bell suggested that such reproduction would be tumultuous and dangerous for their offspring and possibly pose a threat to the hearing population over time. Bell also proposed legislation banning residential schools for the Deaf so that Deaf children would be educated with hearing children in an effort to banish sign language and encourage hearing and speech. In a 1912 article from Bell's eugenics section of the *American Genetic Association Journal*, he suggests that Deaf people, as well as others who were thought of to be socially unfit, be sterilized (see Greenwald, 2009; Lane, 1992).

Due to the widely held beliefs and stigmatization of Deaf people, audists sought medical treatments and devices to "cure" Deafness (Lane, 1992). Perhaps, because the hearing aid is a less intrusive device wore to amply sound and can be removed, it does not carry the same implications as the cochlear implant.[2] The cochlear implant is a surgically implanted device that transfers sounds from a microphone into the inner ear.

Several Deaf people believe that cochlear implants discourage parents from allowing their children to use signed language (Lane et al., 1996; Padden, 2005).

[2] Cochlear implants and other hearing devices, do not transform a Deaf person into a hearing person. Such devices are successful to some degree; however, individuals who are Deaf still face the realities of living in a society that caters to the hearing population (Stewart & Ellis, 2005). Deaf people are viewed as different in a society where people who are hearing represent societal norms (Stewart & Ellis, 2005).

Cochlear implants have been very controversial for years because of the meanings Deaf people associate with them as well as the medical complications that are associated (see Lane, 1992; Padden, 2005). According to Lane et al. (1996) one of the first known users of the cochlear implant decided to discontinue its use as much skepticism surrounded around the actual productiveness of the device. Parents of Deaf children also saw their children being used by researchers as research guinea pigs and experimental participants (Lane et al., 1996). In 1991 the U.S. National Association of the Deaf labeled cochlear implants as unsound scientifically, procedurally, and ethically in spite of the U.S. Food and Drug Administration's (FDA) approval (Lane et a., 1996).

Much of the Deaf-World see it as unethical to perform such operations on Deaf children as if they are being cured from some type of disease (Lane et al., 1996). For it is those who perceive Deaf people as being impaired or disabled as requiring such surgeries. Moreover, Lane et al. (1996) explain with such procedures being performed on children as young as two years old, they will never become acclimated with Deaf culture or assume a Deaf Identity. Although parents who have their children implanted often express that they are not deliberately discouraging their child from Deaf culture it has been reported that children sign far less due to their increased engagement in oral speech (Lane, 1992)—perhaps with their hearing counterparts if attending mainstream schools.

Given this background, I next turn to issues related to diversity in sport, with a particularly emphasis on disability sport and sport opportunities for the Deaf community.

Diversity in Sport

Diversity represents one of the most important issues for sport managers today (Cunningham & Fink, 2006). Research has long shown indications of increased levels of

diversity in the general workforce based on age, sex, gender, race, sexual orientation, religion, physical ability, and marital status (Mai-Dalton, 1993; Robbins, 1994: Wright, Ferris, Hiller & Kroll, 1995). In order to meet the needs of a diverse marketplace, organizations must also diversify as to also mirror the marketplace (Doherty & Chelladurai, 1999).

DeSensi (1994) refers to cultural diversity as "differences of individuals within the workplace that are associated with any characteristics they may set them apart as dissimilar" (p. 64). Since diversity is concerned with differences among people in some group or dyad, a truly diverse group must have various characteristics (Cunningham, 2011). Thus, a group in which all its members are Hispanic would not be considered a diverse group. Although racial minorities make up the group, in respects to racial diversity, the group would be considered homogenous because there are no variations in race among the group. These principles are also applicable to other diversity dimensions, including Deafness.

Another key element of diversity is the environment in which people exist, including culture within a workplace setting. Doherty and Chelladurai (1999) assert, "traditionally, individuals have been expected to assimilate in an organizational culture in which similarity is valued and diversity is suppressed. This culture is based on the value system, perspective, and cultural symbols of the homogeneous dominant group" (p. 288). This type of organizational culture has been noted as being "an inflexible reward and promotion system in which opportunity and career development perpetuate the dominant group" (p. 288). Sport organizations have typically been known to foster a culture of similarity in which members are expected to adopt a culture reflecting the values of

heterosexual, able-bodied, White males, or the dominant group (Doherty & Chelladurai, 1999).

The importance of diversity is also highlighted by the poor treatment of persons who differ from the typical majority within the sport context. It has been well documented in the United States that minorities have held very few positions in sport management (see Friend & LeUnes, 1989). Research has shown women to be underrepresented in sport administration (see DeSensi, 1994; Burton, Grappendorf, & Henderson, 2011) and to face limited opportunities in the workplace compared to men. Racial minorities more often encounter access discrimination and treatment discrimination compared to Whites (Cunningham & Sagas, 2004). Lesbian, gay, bisexual, and transgender (LGBT) individuals also face access discrimination and are paid less than individuals who are heterosexual. Particularly in sports, LGBT persons have also been reported to face a more hostile working environment (Cunningham, Sartore, McCullough, 2010). Other have experienced similar mistreatment and limited opportunities, including persons who are overweight, older employees, religious minorities, the poor, and persons with physical and mental disabilities (for an overview, see Cunningham, 2011). In the following section, I focus specifically on the latter group and discuss the experiences and opportunities for persons with physical and mental disabilities.

Disability in Sport

While certainly less prevalent than research focusing on other diversity dimensions, several authors have examined the experiences of persons with disabilities within the sport context. Indeed, people with disabilities have participated in sports for

over 100 years (see DePauw & Gavron, 1995). One common approach presented in disability research examines how athletes with disabilities integrate into traditionally able-bodied sports and the inclusion of disability sports into mainstream sporting events (Nixon, 2007). Spencer-Cavaliere and Peers (2011), for example, examined the athletic identities of women wheelchair basketball players and how they experienced reverse integration, the integration of able-bodied athletes into disability sports. Participants in this study expressed strong affiliation with the role of an athlete, which was illustrated through high levels of training, competition, and sport commitment.

Groff and Zabriskie (2006) examined the athletic identities of elite alpine skiers with a physical disability. Their results suggested that commitment to sport rather than individual characteristics influenced the athlete's sense of athletic identity. Similar to this study, Anderson (2009) explored how adolescent girls of different races, with different physical disabilities navigate sport and develop athletic identities. Results indicated that role models, and the interaction between other athletes with disabilities had a significant influence on the girls' exposure and participation in sports. Support from friends and peers also supported the development of the girls' athletic identities.

Disability research has also focused on people with cognitive disabilities in sport. Grandisson, Tetreault, and Freeman (2012) revealed between 29 and 50% of individuals with intellectual disability worldwide to be overweight. Weiss and Diamond (2005) and Weiss's (2008) indicated that parents of adults with an intellectual disability could benefit from their child's involvement in sports. Weiss (2008) also found improvements in the child-parent relationship and the improvements in the parent's child-related stress by attending Special Olympics competitions.

Other researches have focused on people's attitudes toward persons with disabilities. As one illustrative example, DePauw and Karp (1990) conducted a study examining prospective physical education teachers' attitudes toward the integration of people with disabilities into an activity setting using the Physical Educators' Attitudes Toward Teaching the Handicapped (PEATH) questionnaire. Results indicated more favorable attitudes toward the integration of students with a learning disability opposed to teaching individuals with a physical disability. Lyberger and Pastore (1998) also examined the perceived level of compliance of health club facility operations and determined that facility operators were only moderately knowledgeable of the Americans with Disabilities Act, and were not fully complying with ADA regulations.

Sport in the Deaf Community. In the Deaf community, sports are one of the most powerful bonding forces. Lane, Hoffmeister, and Bahan (1996) describe the love of team sports as being nurtured in the residential school. They note, "sports rapidly became a vehicle of acculturation for the Deaf child, a shared experience, a source of Deaf pride, and an avenue for understanding customs and values in the Deaf-World" (p. 131). Just as sport often plays a significant role in the lives of other minorities by providing additional outlets for achievement, likewise it does so for those who are Deaf.

Deaf athletics also provide opportunities for Deaf managers, whom are often disempowered and discriminated against in the larger society to further their leadership abilities (Lane et al., 1996; Stewart & Ellis, 1999). Local level Deaf clubs include volleyball, softball, and basketball, but at the level above the individual club level, there are regional leagues that are grouped into a national organization known as the USA Deaf Sports Federation.

In 1945 The Akron Club of the Deaf sponsored the first national basketball tournament and founded the American Athletic Union of the Deaf. Later, the organizations' name was changed to the American Athletic Association of the Deaf (AAAD), and is currently known as the USA Deaf Sports Federation (usdeafsports.org, 2012).

The Summer Deaflympics were founded in Paris, France 1924, with the Winter Deaflympics being added in 1949 (Deaflympic.com, 2012). Both the Summer and Winter Deaflympics, in which more than 4,000 Deaf athletes compete, are sanctioned by the International Olympics Committee (IOC) (Deaflympics.com, 2012). In 1985, the non-profit organization, World Recreation Association of the Deaf (WRAD) was established to achieve inclusion, acceptance, and access to the benefits of recreation (wrad.org, 2012). WRAD promotes activities such as football, camping, surfing, windsurfing, skiing, snowboarding, and trips to amusement parks (wrad.org, 2012). WRAD is also open to individuals who are Deaf and hearing. Given the importance and the role athletics play in the social life, leadership training, and cultural bonding (Lane et al., 1996), Deaf sports are undeniably a major institution in the Deaf community.

In addition to considering formal sport activities, it is also important to examine opportunities for persons who are Deaf to engage in leisure time physical activity. Mainstream institutions have a major responsibility of educating students who are Deaf, as well as helping them explore opportunities that are available to them through Deaf sport organizations (Stewart & Ellis, 2005). The lack of awareness of Deaf sport opportunities as well as the unfamiliarity with the benefits of physical activity has led to the increased health disparities among the Deaf community (Steward & Ellis, 2005). In a

health-related study conducted by Ellis (2001), the percentage of overweight children who were Deaf was found to be higher than the percentage among children the same age that were not Deaf. Stewart and Ellis (2005) argue:

> Some people might think that [mainstream] school programs for Deaf students pay little attention to the important implications Deaf sport activities have for Deaf students because Deaf students do not have any physical disability that prevents them from participating in sports. Teachers may just assume that the general physical education program is sufficient, and no changes to increase participation opportunities for Deaf children are necessary (p. 65).

The physical activity curriculum and methods used to teach sports provided by teachers who use ASL are not delivered when Deaf children are mainstreamed and presented a hearing teacher. Furthermore, schools for the Deaf tend to have a structured extracurricular program in which sports are highly important (Stewart & Ellis, 2005). In fact, most Deaf children consciously choose to attend schools for the Deaf, rather than mainstream schools, so that they can participate in sports (Stewart & Ellis, 2005). For those who are familiar with Deaf sport events, it is a major means of socialization (Stewart & Ellis, 2005). It provides physical benefits as well as psychological benefits to individuals who are Deaf.

Summary. Diversity is recognized as an increasingly important area of interest for sport managers and researchers. Yet, some areas of diversity (e.g., race, gender) have received considerably more attention than others, including disability sport. While the experiences of persons with disabilities are frequently overlooked among diversity scholars, this is particularly the case for members of the Deaf community. Of the research

that does exist, the evidence suggests that despite the many benefits of sport participation and being physically active, persons who are Deaf frequently face barriers to being active. Further, there is virtually no systematic, theoretically-based research focusing on the experiences of coaches and administrators who are Deaf. This dissertation addresses this gap in the literature.

Theoretical Framework

As previously noted, persons who differ from the typical majority face limited opportunities to and poor treatment in the sport context (Fink et al., 2001). This points to the primacy of grounding the current investigation within a critical disability theory (CDT) perspective. The limitations of medical models of disability to explain the societal situation of people with disabilities and the failure to enable their full citizenship resulted in the development of new explanatory paradigms such as CDT (Meekosha & Shuttleworth, 2009). CDT can be used as a framework to analyzing disabilities in general, or as a critique to handling disability issues. CDT widens the scope of disability to extend beyond a simple binary (i.e., medical and social) understanding of disability, to incorporate a richer understanding of the lives of people with disabilities and how they are marginalized.

The central belief of CDT is that disability is socially constructed and is not the inevitable result of impairment; disability and it's social disadvantage is created within an environment that has failed to respond adequately to the diversity presented by individuals with disabilities (Hosking, 2008). CDT examines how disability discourses, including laws, research, labeling, and other structures, reproduce inequalities and further oppress individuals with disabilities. When used as a framework in research, CDT

centers the voices and the lived experiences of people with disabilities in such a way that would produce narratives that dispel stigmas and stereotypical views of people with disabilities as well as expose oppressive systems (Hosking, 2008). Lastly, CDT reevaluates the manner in which disabilities are viewed and offer practical knowledge and a plan of action to advance the interest of people with disabilities (Hosking, 2008). In summary, CDT:

- Views disabilities as socially constructed within an environment that has failed to respond adequately to the diversity.
- Is used as a framework for analyzing disabilities by centering the voices of those with disabilities who experience oppression.
- Offers practical knowledge and a plan of action to advance the interest of people with disabilities.

Given this review, CDT will be used as a critique of disability issues in the workplace, which might manifest in the form of access and treatment discrimination. The theoretical tenets of access and treatment discrimination will be outlined below and applied to the experiences of members of the Deaf community.

Access Discrimination

Emerging from research on racial discrimination, Ilgen and Youtz (1986) described access discrimination as a form of discrimination that prevents members of a particular group from entering a particular job, organization, or profession. Access discrimination prevents individuals from occupying a position for which they are qualified, thus thwarting the advancement in a particular career as well as disproportionate pay (Greenhaus, Parasuraman, & Wormley, 1990; Maume, 1999). Such

discriminatory practices have prevented the advancement of qualified persons who differ from the typical majority from entering top tier administration and coaching positions (see Cunningham & Sagas, 2005; Harrison, 2004).

Access discrimination has impacted Deaf people in a number of ways, including educational placement and work opportunities.

Educational Placement. The educational setting for Deaf children has drastically changed over the past few decades. There has been a shift from educating Deaf children in Deaf residential schools to educating them in mainstream institutions, or schools not specifically designated for educating Deaf children (Olivia, 2004). In the 1970's, U.S. Congress passed two laws that profoundly affected the education of Deaf children. These laws were the Rehabilitation Act of 1973, section 504, and the Education for All Handicapped Children Act (EAHCA), which passed in 1975, later renamed the Individuals with Disabilities Education Act (IDEA). The intentions of these laws were to make life easier and more productive for people with disabilities, including Deaf people. Both laws required local school districts and states to provide a free and *appropriate* education to every child with a disability age three and older (Lane et al., 1996). The Deaf-World did not welcome the thought of Deaf children being placed in mainstream institutions. They believed this would force them to abandon sign language as well as force them to take up lip-reading in efforts to speak (Haugen et al., 2008).

Under the IDEA, the federal government was responsible for determining what an "appropriate" education consist of for children with disabilities. IDEA was established to make sure that children with disabilities would have a range of educational placement options opposed to immediately being placed in separate institutions solely for children

with disabilities (Lane et al., 1996). This law was mainly intended to increase educational placement options for children with cognitive disabilities because institutions often lacked a quality curriculum and such students were receiving poor social skills training from disability institutions (Lane et al., 1996).

Although residential schools had their share of issues (see Padden, 2005), Deaf parents still valued the education and curriculum that was offered there. However, after the passing of IDEA, which specified that every child be entitled to an education in the *least restrictive environment* (LRE) possible, in the range of acceptable placements for children with disabilities, residential schools ranked at the bottom of the hierarchy. According to Lane et al. (1996):

> The strictest interpretation of the principle of the LRE by the Office of Special Education and Rehabilitation Services of the federal Department of Education (OSERS), the preferred locale of educational services for the child with a disability is the neighborhood school, and the child should be placed in as close proximity as possible to his or her peers without disabilities, which in the case of the Deaf would be hearing children in a regular classroom (p. 231).

Lane et al. (1996) further explain:

> "The problem for the Deaf was, and still is, twofold. First, under the LRE principle as interpreted by OSERS, the residential schools for the Deaf, which are a core element in the very identity of many members of the DEAF-WORLD, and where the Deaf children of hearing parents may encounter peers and adults fluent in ASL for the first time, are referred to as "institutions" and hence positioned at the bottom of the placement hierarchy. Second, most Deaf children require the use

> of unique, visual language, which is the language neither of instruction nor of conversation in the preferred setting for the education of most children with disabilities, that is, regular public schools" (p. 231).

Consequently these laws that were established for children with disabilities carried multiple conflicts for Deaf children (Lane et al., 1996).

Work Opportunities. Access discrimination also negatively impacts Deaf people's work opportunities. Mikochik (1991) claims that two-thirds of American's with a disability can work with little to no accommodations. Strikingly, the Office of Disability Employment Policy reported that the percentage of people with disabilities who are employed is 21.4% compared to the percentage of persons without a disability, which is 69.8% (Smith, 2011). Unfortunately out of the 21.4% of people with disabilities employed there is no records showing how many are Deaf.

The Americans with Disability Act (ADA) prohibits employers with 15 or more employees from discriminating against qualified employee applicants with disabilities. It also requires employers to provide reasonable accommodations for employees and applicants as long as it does not pose an undue hardship, which is characterized as significant difficulty or expense for employers. A reasonable accommodation may include any change to the workplace environment to help persons with disabilities apply for a job, perform duties of a job or enjoy the privileges of employment (US Department of Justice, ADA.gov). The ADA also requires telecommunication services, such as cell phones, pagers, call waiting, and operator services, to be accessible and usable for individuals who are Deaf. Although the ADA prohibits discrimination on the basis of disability, research has shown that stigma and discrimination against people with

disabilities are common in the workplace (Courtwright, 2009; Larson, 2008; Link & Phelan, 2001; McMahon & Hurley, 2008). Though employers are said to have positive attitudes towards individuals with disabilities, research has shown that they are more reluctant to actually hiring such individuals (Bruyère, Ericson, & Ferrentino, 2003; Hernandez, 2000).

While it has been established that Deaf people do not see any disability in being Deaf, for the protection of their rights, people who are Deaf do fall under the category of those protected by the ADA. But even with the support of federal laws, the ADA and individualized education plans (IEP)[3], job searchers who are Deaf continue to face an uphill battle in securing employment in the workplace which has been characterized as "hearing dominated" (Smith, 2011, p. 67).

Deaf Coaches and Administrators. The foregoing discussion suggests Deaf people are subjected to access discrimination in various places in their lives. Given the prevalence of access discrimination in other areas of sport, it is reasonable to suggest Deaf coaches and sport administrators might also experience this form of discrimination, particularly at primarily hearing sport organizations (PHSOs). I examined this possibility with the following research question:

> **Research Question 1**. How do Deaf coaches and sport administrators perceive inclusivity and access to employment at PHSOs?

Treatment Discrimination

Treatment discrimination, the second form of discrimination, occurs once a traditionally under-represented, or out-group, member enters an organization or

[3] When attending school, children with disabilities and Deaf children are set up with an individualized education plan (IEP). This plan is created to help them transition from school to work and also provides them with a referral to a vocational rehabilitation agency (Lane et al., 1996).

profession. For example, individuals who experience treatment discrimination are allotted fewer rewards, resources and opportunities than what they deserve (Greenhaus et al., 1990). Individuals subject to such treatment conditions are less encouraged in their careers, which consequently can result in negative performance and development related outcomes as well as lost opportunities (Ilgen & Youtz, 1986: Sagas & Cunningham, 2004). According to Sagas and Cunningham (2004):

> The lost opportunities effect of treatment discrimination is a result of less favorable or different opportunities minority members receive on the job. Thus, those experiencing the lost opportunities effect have different work experiences, which over time, place these individuals at a disadvantage in relation to their peers in experience, growth, or influence…and subsequently experience differences in their actual performance, advancement potential, and career success (p. 78).

Sagas and Cunningham (2004) assert that prolonged treatment discrimination against members of under-represented groups may limit their mobility and advancement into leadership positions; there is reason to believe this too may contribute to the absence of Deaf people in sport leadership positions.

Indeed, research in other contexts shows Deaf employees frequently face treatment discrimination. When taking into consideration the hiring of individuals with disabilities, many employers are concerned with associated cost of meeting ADA expectations (Smith, 2011). More specifically, when considering individuals who are Deaf, Smith (2011) states:

> Employees who are deaf or hard of hearing often need accommodations in the

> workplace related to communication with their hearing supervisors and colleagues. Possible accommodations for this population include written communication (via emailing, texting, or memos) or the use of a sign language interpreter (Smith, 2011, p. 68).

Written communication is oftentimes difficult for Deaf individuals who may have underdeveloped English reading and writing skills (Smith, 2011). Therefore interpreters are often considered to be the most appropriate form of communication accommodation, but since they are reoccurring accommodations, they can become very expensive (Smith, 2011). The ADA protects job applicants from disclosing their disability during the application and/or interview process (Smith, 2011); however, Deaf persons cannot conceal their Deaf identity.

Workers having a disability have been reported more likely than those without a disability to work in production, transportation, and material moving occupations. In addition, individuals having a disability were also reported as less likely to work in professional and management related occupations (Bureau of Labor Statistics, bls.gov, 2012). Because employers lack exposure to success stories of Deaf employees (Smith, 2011) as well as the scarcity of people with disabilities employed within management professions, one can speculate that there are fewer stories highlighting the success of the coach, or athletic administrator who is Deaf.

Given this background, the second research question focused on the experiences of Deaf personnel in sport organizations. Specifically:

> **Research Question 2**. How do Deaf coaches and administrators view their work experiences?

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, I discuss how the research will be conducted and how the data are interpreted. As such, prior to examining the research design and data analysis used in this investigation, it is important to discuss qualitative inquiry and the critical paradigm as its tenets are instrumental in guiding this investigation.

Qualitative Inquiry

Quantitative research examines phenomena in terms of quantity, amount, intensity, and frequency (Denzin & Lincoln, 2005). Researchers who employ quantitative methods view study participants as variables while examining causal relationships. In contrast, qualitative research focuses on individual qualities and processes that are not experimentally examined or measured (Denzin & Lincoln, 2005). Rather than finding causal relationships, qualitative research assesses meaning. According to Denzin and Lincoln (2005) qualitative research is:

> A situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self (p. 3).

Those who employ qualitative methods observe activities, people, and objects in their natural settings, while attempting to make sense, and gain an understanding of phenomena in terms of the meaning people bring to them (Denzin & Lincoln, 2005). Qualitative research is an interactive process which takes into account the researcher's

personal history, biography, gender, social class, race and ethnicity (Denzin & Lincoln, 2005).

Critics allege that qualitative research is fictional in nature, and does not permit the verification of researchers' truth statements (Denzin & Lincoln, 2005). However the purpose of qualitative research is not to generalize results or pretest and posttest participants in an effort to confirm reliability of testing instruments or validity of results. Lincoln (1995) notes "qualitative research is conducted not to confirm or disconfirm earlier findings, but rather to contribute to a process of continuous revision and enrichment of understanding of the experience or form of action under study" (p. 278). While it is possible for results of qualitative inquiry to apply to various settings, findings are unique and explicitly define the experiences of the participants who take part in the research.

Researcher Background

In the book *A Journey into the DEAF-WORLD*, authors, Lane, Hoffmeister, and Bahan (1996), explain that when members of the Deaf-World meet, the first order of business is to introduce themselves to one another. Lane et al. (1996) continue to explain that members of the Deaf-World:

> Give capsule life-histories so that each can see how the others are connected to the DEAF-WORLD network. For unlike other cultures, Deaf culture is not associated with a single place, a "native land"; rather, it is a culture based on relationships among people for whom a number of places and associations may provide common ground (p. 5).

Just as Lane et al. (1996) have done in their book, I will proceed to do the same. For those who may find my interest in Deaf culture absurd, impulsive, or irrational, let me briefly introduce myself.

I am not Deaf. I was first exposed to American Sign Language (ASL) as a young child. I had a friend whose grandmother used to interpret songs at church on Sunday morning, and at times she would teach me a few signs. When my mother saw the interest that I took in sign language, she asked my friend's grandmother where I could learn sign language and she referred us to the Malton School for the Deaf, in Los Angeles. My mother and I attended a few classes on Tuesday nights, but after a while we stopped going due to our conflicting schedules. As the years went on, I continued to study the handouts that I had compiled from the Malton School for the Deaf, and later my mother purchased a series of ASL tutorials on CD-ROM. I practiced often but soon felt that there was no real purpose to develop my ASL skills.

When I transferred to the University of Arizona in 2006, I was introduced to the Deaf-World. To fulfill the requirement for my Bachelors degree, I needed to complete four semesters of a foreign language, so I chose ASL. Dr. Sam Supalla was my very first ASL teacher at the University of Arizona. While Dr. Supalla required students to attend a specified number of Deaf events per semester, I found myself attending more events than what was required. I began to realize that Dr. Supalla's purpose was not only to encourage our interactions with those who were Deaf for the development of our skills, *but* to introduce students to a culture that was virtually unknown to those who are hearing.

On Super Bowl Sunday of 2009, my daughter and I attend a spaghetti dinner and Super Bowl party held by the Phoenix Association for the Deaf (PAD). I recall being one of the youngest adults there as well as the only African-American, but I still felt very welcomed. As my daughter and I sat down to eat our spaghetti, I met a Deaf woman whom I ended up talking with during the entire game.

As I left the Super Bowl party, I thought about how grateful I was to have spent the night with some of the nicest people I had ever met in my life. It was also astounding to think about how all of the Deaf people at the party accepted my daughter and me as equals even though we were outsiders. Yes, I knew some signs and I was able to communicate but no one knew me. I was not a *coda* (a hearing child of Deaf adults). I was just a random person from the hearing world, a Black woman, who had nowhere else to go on Super Bowl Sunday. The people from PAD had accepted me during my period of desolation.

It was not during this time that I desired to research issues of discrimination against Deaf people, nor did I know I would get accepted into a doctoral program a year later. At that moment I realized how willing Deaf people were to accept hearing people into their social institutions, despite those who are hearing and not willing to accept, or even acknowledge them.

In the fall of 2010 I began my doctoral studies at Texas A&M University. As a diversity fellow, it was very apparent that I would examine issues of diversity within sport organizations. However at the time, I had no idea exactly what dimension of diversity I would explore. One evening I attended a bowling outing with friends, and I met a group of people signing who introduced me to Texas A&M University's campus

organization called Deaf Aggies and Friends (DeAF). I later joined DeAF and once again found myself enticed with the Deaf-World. Now, the thought of doing my dissertation with Deaf people crossed my mind, but I was not completely convinced that it would be feasible.

First when mentioning such an idea to colleagues, I was told that there might be some conflict or issues interviewing Deaf participants in ASL. After hearing such responses, I thought it was idiotic of me to think I could conduct such a study. Just a week later while I was in Minneapolis attending a research conference, I met a Deaf man named Jovaugh. After a brief conversation with him, he encouraged me to do my dissertation with Deaf participants because he felt that it was needed and that it would be greatly appreciated.

Still not completely convinced, I vacillated between dissertation topics. It was not until the moment I spoke to a group of students in a graduate sport management class that I realized this was the direction I needed to take. While brining up a scenario similar to Marsha Wetzel's (the first Deaf women to referee a NCAA Division I basketball game) as hypothetical, many of the masters students proclaimed that the scenario seemed "too made up", as if it were impossible for someone who was Deaf to officiate a basketball game. There was an outburst of laughs, and a few faces that looked downright confused. This confirmed the lack of awareness as well as the dearth of success stories of individuals who were Deaf employed within both Deaf and hearing sport organizations. This was all the confirmation I needed to support my ambition and the direction of this dissertation.

The Critical Paradigm

Qualitative research is guided by the researcher's epistemological and ontological beliefs about the world and how it should be understood and studied (Denzin & Lincoln, 2005). There is no single paradigm that is distinctive of qualitative research; instead, researchers employ multiple theoretical paradigms in employing qualitative methods and strategies (Denzin & Lincoln, 2005). It is important to understand which paradigmatic lens the researcher operates from because it informs readers about the researcher's standpoint (Lincoln, 2010).

For this study, I embrace the critical paradigm because I feel it is most appropriate when exploring non-traditional populations who have been marginalized. The purpose of critical theory is to expose exploitative and oppressive systems as well as transforming relations and emancipating those who experience subjugation (Gephardt, 2004). Critical theories argue that there are multiple truths (Guba & Lincoln, 2005). While critical researchers employ qualitative research methods such as interviews, focus groups, and observations, what is essential of critical theorist is to generate emancipatory knowledge and uncover inequalities (Kershaw, 1992).

Data Collection

There are several acceptable methods for collecting and analyzing empirical materials. These methods include: interviewing, observations, analyzing artifacts, documents, and records, as well as using personal experience (Denzin & Lincoln, 2005). The data collection method utilized in this study was one that allowed for the voices of silenced individuals to be heard. Individual in-depth face-to-face interviews were conducted with participants to examine the research questions and to gain a deeper

perspective of the underrepresentation of Deaf people in PHSOs. Unlike questionnaires and surveys, interviewing participants allows for an active, reciprocal communication process to take place. Interviews are one of the favorite methodological tools used in qualitative research (Denzin & Lincoln, 2005). Distinct from the structured interview that is a uniform format for all participants, or the unstructured interview that the researcher has minimal control over, the semi-structured interview allows for some flexibility of questions and responses during the interview process (Fontana & Frey, 2005).

Interviews were conducted in each respective coach's or administrators' office. During the investigation, a certified ASL interpreter signed the interview questions to each interviewee simultaneously as I voiced them. Each interviewee responded to the questions using signed language while the interpreter simultaneously voiced the participant's responses. This method was employed so that two distinct voices were captured on audio for a more accurate interpretation of the interviewee's responses. The same interpreter was employed throughout each of the interviews. All interviews were audiotaped with consent from participants and were transcribed verbatim from the recordings. Interview transcripts were emailed to participants one week later requesting they be checked for accuracy and returned within two weeks. Participants who did not respond to the email request were informed that their transcripts would be presumed accurate. Two of the participants did not respond to the email request. Two additional participants replied asserting that the original transcripts were accurate. One participant altered two (2) words in the original transcription and another participant withdrew and requested to be removed from the study.

Consistent with the research questions posed in Chapter 2, the interview questions include:

1. Describe how you began working in athletics.
2. Describe your experiences as a Deaf person applying for coaching/administration positions. (e.g. recruiting, applying, interviewing and hiring).
3. If work experience at a PHSO, what has that experience been like being Deaf?
    a. Describe your experience in applying, interviewing, and hiring process.
    b. Describe the employer-employee relationship.
    c. Describe relationship with peers.
4. What other types of sport organizations have you been employed or are interested in working (e.g. professional, semi-professional sport, university, Olympics)?
    a. What factors would stop you from applying or working there?
5. Describe your feelings about being Deaf and working in PHSOs?

These interview questions elicited responses that addressed the principle research questions of this investigation. Probing was also employed during each interview, which allowed for the researcher to ask follow-up questions to responses that were of interest (Kvale, 1996), although such questions were not part of the interview protocol. Responses revealed participants' work experiences as a Deaf individual working within both PDSOs and PHSOs as well as revealed participants' perceptions about inclusivity and access to PHSOs.

Participants

The women and men who were chosen for this study all identified themselves as Deaf, with the exception of one participant who identified as Hard-of-Hearing. Initial

approval for conducting this study was directed towards the athletic director of the institution. A letter of research approval was later extended to me by the institution's athletic director, which permitted me to contact prospective participants and set up interviews. Prior to contacting prospective participants, this study was approved by the Texas A&M University Institutional Review Board (IRB). After receiving approval from the IRB, emails eliciting participation were sent out to prospective participants based on the staff profiles listed on the institutions website. All staff members whose educational background indicated attendance to a "school for the Deaf" were contacted by email. One day after the recruitment emails had been sent out, one of the institution's sport administrators contacted me by phone requesting more information about the study. After receiving an abundance of information regarding the study, the administrator and I set up a convenient date and time to interview all who were interested in participation. The final sample consisted of four Deaf men and one hard-of-hearing woman. Of the five participants, two were coaches and three were administrators. One participant had dual responsibilities as coach and administrator.

Data Analysis

The analysis of the data began shortly after the completion of all the interviews. First, the individual interviews were listened to and transcribed, according to spoken interpretation, verbatim. Interviews were listened to multiple times. After reaching a clear understanding of the participants' points of view, the data were unitized (Lincoln & Guba, 1985), or broken down into single chunks or units of meaning. Afterwards categories were formed based on the similarities and differences of data being analyzed.

Lastly, the data were presented as themes that I think best reflect and represent the experiences of the participants.

Trustworthiness

Social science researchers insist on the objectivity and unobtrusiveness of the researcher as a guarantee against research bias. Positivists believe the way to eliminating bias, is for the researcher to observe the world without influencing it and minimizing her or his presence during the data-collection process (De Fina & Perrino, 2011).

Although positivists prefer what they might consider to be complete objectiveness, Lincoln and Guba (1985) propose four criteria for judging the trustworthiness of qualitative research: credibility, transferability, dependability, and confirmability. In achieving credibility, the researcher must demonstrate that the research was conducted in a manner that would prove findings to be valid. For this reason interviews with participants will be audio recorded and/or videotaped. The method of member checking will also be utilized, which allows the participants to read over their transcripts in an attempt to make sure that their voices are captured accurately (Lincoln & Guba, 1985).

It is not the purpose of qualitative research to generalize findings and apply them to various populations; however, transferability, or the ability to transfer some level of the study to different context, is one criterion for trustworthy qualitative research. According to Lincoln and Guba (1985), by providing thick description of the research setting and other pertinent information, other researchers will be able to emulate the initial study thus showing that the results are applicable in other context.

Dependability involves the researcher's ability to explain, precisely, how the research was conducted, ensuring that the results are in fact dependable and can be repeated by other researchers. By provided extensive details of the research methods and procedures, dependability can be obtained.

Confirmability is a degree of neutrality or the extent to which the findings of a study are shaped by the participants and not research bias (Lincoln & Guba, 1985). I established confirmability by employing confirmability audits, or examinations conducted by outside researchers to evaluate the process, product, and interpretation of the study. I also maintained a personal writing journal to reflect on the ways in which I shaped the research. In attempting to establish the four criteria for trustworthy qualitative research, it is important to note that different researchers will find different interpretations as well as different meaning (Kvale, 1994).

Adaptations from Cross-cultural Research Methodology

Denzin and Lincoln (2005) assert, "qualitative research is endlessly creative and interpretive" (p. 26), which is why I believe this method is the most appropriate for this study. The creativity of qualitative research is what will allow me to conduct this research with participants who are Deaf while still finding it acceptable methodology.

By emulating patterns from cross-cultural research methodology, I will be able to further validate the current study. Lincoln and Gonzales (also expressed in the bilingual format as Lincoln y Gonzales) (2008) proclaim, "issues of interpretation and translation in qualitative research are ongoing topics that concern scholars in the social sciences in cross-cultural/cross-language studies" (p. 786).

Apart from international students who produce bilingual dissertations, students

who are not fluent in native languages are participating in data collection with individuals who speak different languages with the assistance of interpreters (see Lincoln & Gonzales, 2008). Transporting data across cultures continue to face methodological difficulties, as well as challenges related to questioning the use of translators (Ryen, 2002). However Lincoln and Gonzales (2008) explains how one student, Nadar, validated his use of the cross-cultural research methodology:

> In the beginning of his dissertation he acknowledged his research partner from Korea…close to the end of his methodology section, he mentioned as one of the assumptions regarding his data analysis that "data contain mutual misperceptions that may preclude full understanding due to language or cultural differences (p. 798-799).

According to Lincoln and Gonzales (2008), Nadar frequently met with his research partner (language interpreter) to practice interviews together, discuss the awareness of non-verbal communication and successful Korean communication methods, and lastly to develop documents that were appropriate for South Korean culture. By giving accounts of his modifications and extended efforts in the data gathering process, Nadar further establishes dependability.

Lincoln and Gonzales (2008) also highlight the benefits of having an interpreter involved in the research process. They state:

> The presence in this study of a partner researcher whose native language is the one from the collected data makes first the principal investigator and then the reader have a better and more holistic picture of the meaning in the data, which otherwise might provide readers with only a partial or misleading picture (p. 799).

Nadar, according to Lincoln and Gonzales (2008) felt that this was a huge risk, but one that was worth taking for himself and others. Similar to Nadar, I feel as if I took a substantial risk by taking on this dissertation topic, but I believe it is worth the risk considering the impact it might have on the lives of Deaf people in sport.

CHAPTER IV

FINDINGS

As specified in the chapter one, the purpose of this study was to examine the underrepresentation of Deaf coaches and administrators working within PHSOs. This chapter introduces the most significant themes that emerged from the data, followed by a discussion. Of the several themes that emerged, two themes, *access, treatment* and communication and *comfort levels in PDSOs*, most effectively address the research questions. These two themes speak to the issue of inclusivity, access and the individual work experiences of coaches and administrators who are Deaf. Four additional themes also highlight the unique work experiences of the participants and further expound upon issues faced by the Deaf community. Below I will introduce each theme, supplemented with narratives from participants' interviews. In presenting the results, I preserve confidentiality by using pseudonyms for the participants and places they reference.

Access, Treatment, and Communication

One explanation for the under-representation of Deaf coaches and administrators is one of attraction, that is, Deaf people are attracted to Deaf sport particularly because of the many opportunities it provides Deaf people (Stewart & Ellis, 2005). Although Deaf sport plays an essential role in the Deaf community, I suspected, based on the extant literature, that Deaf coaches and administrators interested in PHSOs might also face access and treatment discrimination. Access discrimination is a form of discrimination that prevents members of a particular group from entering a particular job, organization, or profession (Ilgen & Youtz, 1986). On the other hand, those who face treatment discrimination are subject to treatment and conditions that are less encouraging and can

result in negative performance and development outcomes as well as lost opportunities (Greenhaus et al., 1990).

By asking participants "how do you feel about working within a PHSO" (or some adaptation of this question), I was able to draw various responses that addressed how the participants perceived inclusivity and access to employment in PHSOs. Allen, who is employed as an administrator within the athletics' department explained, "well I might be open to it [working in a PHSO]! You know I would have a lot of questions of course! You know, would you provide me with interpreters all the time? Would I have full access, those types of issues?" Troy, who is an athletic coach, also expresses concerns about being provided with interpreting services:

> People are intimidated by the cost of all the hiring interpreters, how they would communicate with the Deaf, how they're gonna communicate with the players… well just in general, Deaf people would like to have interpreting services, to have open communication access. For those who are profoundly deaf, you'd probably need interpreting services so you request those and of course that does involve a budget and I'm not sure that all organizations and schools would have the funds to place the priority to use them for interpreting services".

While member checking, or making sure that I accurately interpreted Troy's response, I questioned Troy whether he saw the biggest problem for Deaf people gaining access to employment within PHSOs as communication. He approved of this statement saying, "I would say communication, yes, and the cost of interpreting services.

Keith, an athletic coach and graduate student, felt that practical barriers were responsible for keeping Deaf coaches out of PHSOs. He conveyed:

> I really feel its practical, practical barriers—coming down to funding. From my experience as a student, a graduate student, I went to a [religious-denomination] university for my graduate studies and [Canyon Creek University] and it always came down to the budget. Not having enough funding to pay for the sign language interpreters, to pay for the sport services. But you know again, in terms of budget, funding, you know! Can they afford it? Are they welling to spend? You know, their valuable resources becoming more scares you know with the economy! So no I don't think they're willing to spend the money.

Robert, an athletic coach and administrator and the only participant who had previous work experience in a PHSO, described his reasoning behind not requesting an interpreter when he was hired to coach a predominately hearing team:

> Well interpreters aren't cheap… So again this was—it was a non-profit organization so it gets a little complicated and I didn't want to say hey you guys have to provide an interpreter you know, I didn't want to come at it at that angle. You know it was their club, their league, their team. You know, if a player had joined and asked for an interpreter I feel like that would be one thing but me as a coach, to ask for there to be an interpreter I didn't feel like it was appropriate. It was a different perspective.

I continued by asking Robert if he felt it would have been a burden to request an interpreter and he replied, "right, exactly." Although Robert faced the dilemma of whether he should request an interpreter, perhaps due to being stigmatized as having a disability, he vividly conveyed his coaching competence:

> I have the highest confidence in my coaching abilities of course. But really the issue is communication and how I can share all of the information I need to with the players…many of my friends say hey you should coach, move to another position, move up as far as you can. I said I understand that I'm able to! I could! But again its you know, providing interpreting services all of the logistics involved and no, I really just cherish what I have here so when I think about working in the larger world I know there are few large organizations that I could move up in, definitely! But again it's the issue of communication and will the university offer direct access.

Robert also expressed interest coaching for a top-tier National Collegiate Athletic Association (NCAA) Division I team in which he had admired for many years. Optimistically Robert stated, "well I always dreamed of working for the [Greater South University]. You know because I look at their volleyball program and its just really good!" Robert continues to explain why he believes the hearing world is not ready to open the door to Deaf coaches and administrators:

> Well, I want you to look at it from—do they want to hire us? From their point of view, I don't think they do! You know they look at us and they see expense you know! If I hire you then I have all these others expenses from interpreting services so if they have a hearing person and a Deaf person and they're equally qualified obviously the hearing person is going to get the job you know. So how often would the Deaf person be hired in that situation? I mean they're not stupid! If we're all equally qualified you know, before 30 and 40 applicants it doesn't

matter that my qualifications match, it all comes down to the funding. So that's how I see it.

The participants also voiced their frustrations about previous negative experiences using interpreting services. Keith explained:

> The more I think about it the interpreters aren't usually seasoned or practiced with the basketball terminology. They may not be familiar with the sport lingo so that's another difficult thing. You know I'll be making the screens, and that's a basketball term but the interpreter might think that I'm talking about a door! A screen on the door…you know that's just one example, it's really tough to find an interpreter who's knowledgeable about what I'm saying and about coaching sports as well.

Allen voiced his annoyances regarding interpreters who appeared to be apathetic and lacking in emotion:

> It can be a different experience you know. The interpreter may not match my affect if I'm angry, those types of issues. So I have been experiencing some frustrations with that, many times the interpreter is not able to match me. And that can be frustrating.

Allen proceeded to discuss how Deaf athletes are demoted, and their advancement in PHSOs is thwarted due to lack of accommodations:

> I've seen many Deaf, great Deaf athletes! Who just can't make it through college because they're not given full access. You know the cost of interpreters, or the interpreter isn't with them for practice, going—also using a third party is difficult. You know if you're unable to hear everything that's happening on the court you

know you—you cant play football because there's too much audible cues you know. We gotta move you do defense, they lessen the responsibilities for the Deaf players.

Streaming from his previous comments, Allen further describes the evolution of telecommunications and how Deaf people have been denied access in the larger realm. He asserted:

> You know, I have Suri on my iPhone and this is only for a hearing person! It's completely spoken! There is no access whatsoever given to a Deaf person, you know, so that limits me. I pay the same price for my iPhone and I don't have the same access. You know because Deaf people, we're a small population so we're disregarded. A lot of people already have access through their mobile devices but Deaf people are forgotten about.

Allen continues by sarcastically vindicating the relaxed pace of telecommunication companies to consider the Deaf population stating:

> Yeah, but we're a smaller community. So captioning, you know, we're fortunate to have the captioning. 20 years we didn't! And we just sort of had to guess what was happening on television shows or make it up! And then later watching films again later, I realized oh! That's totally different than what I thought!

Since there was only one participant having previous work experience in a PHSO, which was short-lived, it was very insightful for Allen to share his parents' experiences working within a predominately hearing organization:

> My parents are both Deaf, and they're both working in the hearing world and both are very lonely. The most communication that they have, you know, is someone

> says hi, good morning—you know working for 25 years. You know only if the people working or co-workers take an interest do they have a peer or group of people that they can interact with. You know people have known them, they know them by name, they say hello, they good morning, how are you doing, happy holidays and that's the extent of it! It's sad! You know, they have—they should have a lot more communication with my parents. I feel like if I worked in the hearing world I would probably, you know, my communication would be limited, you know, to how are you doing. I'm grabbing a bit to eat that kinda of stuff. Do I want that? No! Actually my parents go through that, I'm not interested in that!

This sentiment supports the literature indicating the significant role Deaf sport serves in providing socialization and professional advancement for Deaf people (Stewart & Ellis, 2005). Allen's commentary also provides a great depth of understanding of how Deaf people have been excluded from the broader society.

Participants also shared their feelings regarding the integration of Deaf coaches and administrators into PHSOs. In the following excerpt, Keith shares his aspirations to coach as well as teach at a hearing university:

> Yeah! There is definitely interest but the opportunity has never [presented itself]… Ideally I would like to coach basketball at a hearing college you know I'd like to teach political science you know at a hearing college as well because I teach political science here… But as I said I would definitely consider applying to a hearing college or hearing organization, for sure.

When I questioned Troy whether he felt that PHSOs were "ready for a Deaf coach" his responses were somewhat perplexed as he stated, "uh that's a good question. I mean its tough for me, you know they [PHSOs] are not sure how to open that door because the communication—but I could see it, in some small schools maybe they would be open to having a Deaf coach".

Allen, was very straightforward in his response saying, "you're probably not gonna value my opinion but because of the communication barrier I don't feel like I would be valued [in a PHSO]… I usually don't show it! But, I think sound and listening is powerful to hearing people." When I further questioned if Allen thought that PHSOs were ready for a Deaf coach or administrator, he replied, "no! They're not sensitive to the needs! Here in America, you know, if you can't speak people just sort of disregard you."

When Keith was asked if he thought the hearing world was ready for a Deaf coach or administrator to be employed within a major sport organization he responded, "Oh sure! Yeah I think they're ready if they get in the right mind frame. You know, psychologically I think they're ready. I would like to think so". Keith echoes a sentiment of hope accompanied with uncertainty. Keith was very optimistic in his response while at the same time I could sense some doubt.

Jackie, an administrator who is Hard-of-Hearing, has a very unique perspective, which at times is contradictory to the other participants' responses in this study. In this case she expressed an unorthodox perspective on PHSOs opening the doors for Deaf coaches and administrators. After Jackie informed me that she had Deaf friends working within government agencies who were provided interpreters and reasonable accommodations, I proceeded to ask her whether she believed that these same

accommodations would be provided to a Deaf coach or administrator at a PHSO. She asserted, "sure, if they're qualified for that position, oh yes!" I brought into prospective, " we have Allen running the whole department of athletics and [is] clearly competent, do you see him or other Deaf people one day being able to be the director of a professional sport organization?" She responded very confidently, "oh sure! Oh yeah, definitely!"

Comfort level in PDSOs

The second theme demonstrates the level of comfort that the participants feel working within a PDSO. Overall the participants expressed an enjoyable and satisfying work environment; however, some statements suggest an interest in exploration outside of PDSOs. Troy indicated that he had never imagined himself working for this one particular institution for 16 years. After transferring from an academic position to working in the athletic department, his outlook on his employment with the institution changed for the better:

> I had some frustrations with that job and I was ready to leave but when I heard about the [sport coordinator position], it really just changed my whole attitude about everything. I mean, I love my job of course, we have a lot of perks you know, we have flexible hours, dress code is nice, we have a great department to work here, and [the metro area] is really changing for the better.

He continued:

> So no I don't really have a reason to leave. I feel like I'm going to stay…when I started as the [sport] coach, I thought, I can see myself here for thirty years really. There's no reason [to leave]—I can move up, you know I have all the opportunities I need here.

Jackie expresses a similar comfort level with her job:

> Umm, right now I'm really enjoying my job. I enjoy the people I work with, it's a wonderful fun environment and I love to watch sports. Not playing but I love to watch them. It's a great group of staff, I can't complain. I can't ask for a better boss, in Allen. He's a very good person. He empowers people to do their own thing. That's what's great about working in this department. He had a vision with this department to make it even better since he came here.

The participants' accounts below illustrate contentment with their current jobs but to a certain extent. Robert appears to wrestles with the thought of leaving a PDSO to work for a PHSO. He explained:

> You know if I gave it a try for like three months you know, I don't know. If I stay here I have good access and [Metro Day School] is the place for me…well really it's an issue of comfort as well. I mean, as Deaf people we choose a comfort zone to work within. So there's no right or wrong answer of course but I mean I just think it's society and how it runs. I know—I can't mention but I go to a conference every year and they say oh come work for me! We know you can! We know you can! And you know I try to think and be realistic from their perspective they know that I can do it. I absolutely can but I say yeah right! But I think I better stay where I am! I'd like to but lets get real!

Keith had informed me that he was interested in working within a PHSO but when I inquired why he had not yet applied for any positions he claimed, "well I'm happy where I am. You know for now, for now." The latter statements imply that the comfort level Deaf coaches and administrators feel toward PDSOs might be due to

subjectivity. Keith's emphasis when citing that he is happy where he is at "for now" shows his compelling interest to gain employment in a PHSO.

Oppression and Disregard toward Deaf People

Sport organizations have typically been known to foster a culture of similarity (Doherty & Chelladurai, 1999) in which individuals who differ from the typical majority have been treated poorly and have held very few positions in sport management (Friend & LeUnes, 1989). The following statements illustrate how Deaf coaches and administrators have experienced discriminatory treatment similar to that of other minority groups in the sport context. Robert explains how some Deaf coaches and administrators will not set themselves up for disappointment by seeking employment with PHSOs: "there are many Deaf people who just feel like they're not going to waste their time to even go through the process. They're just gonna go to a Deaf school to work."

Although Allen did not express any interest or prior experience working within PHSOs, he exhibited feelings of frustration that one goes through during the process of applying within a PHSO; therefore, I asked Allen if he was referencing conditions that his Deaf peers had shared with him. He explained that they were in fact stories that other Deaf coaches and administrators had shared with him. He proceeded with the following:

> Oh many! Many! Many frustrations, yes—they experience oppression! You know. They're oppressed! You know, they're told oh we'll get to you later, they're not put as an priority you know we have—they're put in positions that's beneath their qualifications.

Two participants in particular expressed their frustrations in attending athletic conferences being the only Deaf individual in attendance. Allen stated:

> In different athletic conferences, I'm often the only Deaf person and I do find myself feeling frustrations and you know with time I would just learn to let it go you know. But I think, you know, I have a habit of trying to listen and be involved and its more powerful for them to see me sign and you know, having the interpreter is less of an impact than me participating in the meeting by myself. So if I use my voice to speak I think they will be able to hear me better or listen to me more carefully than going to a third party…. And I feel that hearing people just have a habit of listening only and you know, often talking with other hearing people, and just disregard me so that has affected me.

Keith shared a similar experience:

> Like for example I went out to the final four. And you know they have coaches and they have a meeting. And it was difficult for me to be involved, you know with the interpreter, you know they were willing to pay for the interpreter but only at the clinics. There's a lot of down time for the coaches to meet after the clinics, to go into the bar, to talk to each other you know the x and o, the chalk talk! You know, or formal information that they have, that's informal! And it's a lot more helpful than the formal clinics but they wont provide interpreters for those times, for those moments.

I followed by asking Keith how it felt to be one of the only Deaf coaches in attendance, and he sternly replied, "I was the only Deaf coach"! I proceeded to rephrase my question and asked Keith how it felt to be the *only* Deaf coach at the conference and he provided the following:

> Well it's tough to answer because its how I felt all my life, so you know, that experience is not unique in any way… How does it feel, lets see—um you know I'm not gonna get up every morning, you know I get up every morning brush my teeth and say, oh I'm Deaf how am I supposed to live today! You know that's not how it goes. I just sort of go about my day.

Deafness Associated with Disability

As established earlier in chapter two, Deaf people assume the identity of one who is part of a distinct minority group and culture. The Deaf-World does not consider being Deaf a disability (Haugen, Musser & DeMott, 2008); however, the ADA protects individuals who are Deaf and for this reason, the topic of disability is manifested in the discourse. When questioned whether he viewed being Deaf as a disability Troy briefly alludes to the social and medical model of disability:

> Deaf as a disability? Uh, ah for me I don't see it that way but in general the doctor's terminology, politically yes, but really I'm able to do everything except for hear so—well for some others who, you know, really involved in the Deaf community, Capital D Deaf, uh—people have different opinions about the issue.

When Allen is asked whether people see being Deaf as a disability he responded:

> Oh more than—yes! You know, it just seems that it's out of habit. You know, the media has an influence there as well. Deafness is a disability you know. We're under the Americans with Disabilities Act and often called disabled. I don't consider myself disabled! You know, I have a disability when a hearing person can't deal with me! Then that comes up.... Well for me I don't consider myself disabled. I consider myself one of a minority. You know as a Black

person you have a difficult time and our experiences are very similar. You know, I don't consider myself handicapped by any means.

Although Jackie's view of Deafness was aligned with the other participants, her responses were unique in that she did not have an outlook on whether the hearing world viewed Deafness as a disability. When questioned whether she viewed Deafness as a disability, she replied:

> Disability, oh no! Because we just have a hearing lost. When people think of the word disability sometimes they think of physical. I just label myself as a Hard-of-hearing person. I never consider myself—well we do have a disability but I never label myself that way. That make sense?

When I further questioned Jackie whether she believed other people labeled Deaf people and Hard-of-hearing people as disabled she responded, "I never thought about that to be honest with you."

Keith was also questioned whether he believed hearing people viewed being Deaf as a disability, he claimed:

> Oh yeah! Definitely…um really the view of me as an disabled person is based on—I think—well I believe in the idea of sub mortal disability and for right now you might feel as if it's a disadvantage because you're having to talk to me at [Metro Day School] with an interpreter, its situational. So lets say we're out over here at a bar, we're over here on [Beech Street]. You know, for that time, in that situation I would be the one with a— [inaudible] disability. So hearing people constantly feel that Deaf people if they don't know sign language or if they're not

experienced with Deaf people they say oh yeah definitely deafness is a disability. So I think it's situational.

The last perspective on Deafness and its relation to disability comes from Robert. He claimed, "obviously, you know if I can't hear than I'm labeled disabled so—because of the lack of communication. You know, although I can provide a service, I'm still labeled disabled". He also provided commentary of the history of the Deaflympics and how it is often debated on whether they should be combined with the Paralympics:

> There's a great debate between the Paralympics and Deaflympics. Should they merge? And I think the issue comes down to the classification. For the Paralympics if someone who has lost a limb, or a finger, or a leg—I don't think that equates to Deafness! Should we be playing together? You know, take softball for example you know I feel like we would be the powerful group! You know because we have one classification there but I think—I mean hearing Olympics wants us to join with the Paralympics but I don't see how that would work! And they're disregarding that.

Social Networks

Since a few of the participants acknowledged that an immediate friend or associate presented a job offer to them, it is reasonable to believe that one's friends or associates might be a significant factor in the employment of Deaf people in sports. Although this idea is not immensely presented in the data, it is worth mentioning. Troy describes how a friend introduced him to a job opportunity:

> A friend of mine, Larry, he asked me you know the [sport coordinator position] is open. You know, I had done some research my thesis was with intramurals for

> my masters. So they got me here as the [sports coordinator] for—this is now my fifth year.

Jackie offers a similar account, she claimed, "he [one of Jackie's associates] offered me the job and I couldn't refuse. We've worked together since 2002, a long time now". When I questioned Robert if he had gone through a formal interview process for the coaching position he held in the PHSO, he responded, "No. They said hey come on! They were looking to fill these positions".

Lack of Deaf Awareness

According to Smith (2011) employers often lack exposure to success stories of Deaf employees. With that being said, it comes at no surprise that the participants described the hearing world has having a lack of Deaf awareness. Jackie stated, if people are not educated enough to understand Deafness and Hard-of-hearing then "we have to kind of educate them". Troy stresses one reason he believes hearing organizations are less likely to consider Deaf employees is because they are not familiar with their skills or their needs. Troy posited:

> They get it but they just—right! They're not educated… If the organization, if they are well versed of Deafness and the needs of the Deaf community such as communication access they would be much more likely to consider us… they just don't understand.

Similar to what Troy indicates, Allen suggests that some hearing people don't understand nor care to understand Deaf people or Deaf culture:

> Well really it's the attitude…they just don't understand. They're not sensitive…so I'm not sure if you're familiar with the island in Massachusetts, there are two

islands—two different islands near Cape Cod. One island used to be, in the early or late 1800s, all the people who lived on the island were fluent in sign language. Everyone! Including the mayor, everyone! And I sort of wish for that in society but that dissolved over time. And you know, for Deaf people to have full access as they did in that time and now we don't have it as they did and its because you know the people on the island had the right attitude, the good island you know, we're gonna decide to accept the people who are living here. And that was over, you know, over 200 or 300 people living on the island and everyone could communicate. It was Martha's Vineyard.

The last excerpt is very significant, as Robert describes an athlete who is impartial about participating in the Deaflympics:

Yeah there is one player now...he's a sophomore and has moderate hearing. I said you know hey, we got one rule to be able to participate in the Deaflympics, decibel lost has to be 55 and the player who's involved with the Deaflympics team now, he said you know you have the Deaflympics team that's available to you. He said he knew about it but he wouldn't play for them because they wouldn't allow him to wear his hearing aids during the games. You're not allowed to. And I said well why do you care about that you have a decibel lost of 55 during a game you wouldn't need it. And he said well if they allowed it, then they'd abuse [it] and we'd have a hearing advantage so everyone is required to remove the hearing aids. So we wanna get the person involved but because of this policy he wasn't interested. I said well you've got this decibel lost of 55 so why not? And I guess he just wasn't educated enough or wasn't aware enough. And I

was trying to explain to him but—he said he would try and give it a chance and work with us but no, he stayed where he was in his division I program.

This Deaf (or presumably self-identified as *deaf* as he does not appear to exhibit a *Deaf* identity) athlete, in addition to the hearing people described above, demonstrates an unawareness of Deaf culture. The athlete's fear of participating in the Deaflympics also illustrates the stigma that is associated with Deafness.

CHAPTER V

DISCUSSION AND CONCLUSION

Summary of Findings

In review, the purpose of this study was to examine the underrepresentation of Deaf coaches and administrators working within PHSOs. Individuals who are Deaf have not only been absent in administration and coaching positions in PHSOs, but they have also been close to nonexistent in sport management literature. The most important objective of this study was to allow for the voiced of those who are often silenced by society to finally be heard.

The narratives of the participants were constructive in shedding light on Deaf coaches' and administrators' perceptions of access and inclusivity; highlighting the work experiences of Deaf coaches and administrators; and potentially bringing awareness to Deafness and enabling the voices of this minority group that has been silenced to finally be heard. Now I will discuss the themes in terms of how they relate to the principal research questions of this study. I will also provide commentary concerning the additionally themes and issues that emerged which are not specific to the research questions.

Defining how the participants perceived inclusivity and access to employment in PHSOs is somewhat complex. Oftentimes the participants challenged my questions with a question of their own. Furthermore, they challenged me to consider whether Deaf people were *wanted* in hearing organizations. Although the responses pertaining to access and inclusivity were not so straightforward, the narratives of the participants

maintained that Deaf coaches and administrators face many barriers in gaining access to PHSOs despite being protected under ADA regulations.

While participants shared both interest and lack of interest to explore employment in hearing organizations, the results support that lack of interest may be due to the discriminatory practices that have been upheld in sport organizations. Sport organizations have been known to foster a culture of similarity in which members are expected to reflect the values of the in-group (Doherty & Chelladurai, 1999) and consequently out-group members are expected to assimilate. Given that Deaf people represent both a cultural and linguistic minority (DeClerck, 2010), similar to other minority groups in American, Deaf people also face discrimination in the workplace.

One of the participants, Robert, asserted that many Deaf coaches and administrators will not waste their time or effort applying for jobs in PHSOs, but instead, "they're just gonna go to a Deaf school" because of the constant disregard they experience from the hearing world. While it seems that Deaf coaches and administrators are obligated to seek employment within Deaf schools, it is important to point out that there are very few Deaf schools in comparison to predominately hearing, or mainstream, schools. Although Robert refers to the employment opportunities provided exclusively by Deaf schools, taking into consideration additional predominately Deaf institutions that provide sporting opportunities (e.g. athletic clubs, gyms), they too are limited in quantities in comparison to similar institutions that are predominately hearing. Consequently, Deaf coaches and administrators are provided with fewer opportunities to work within sport organizations than individuals who are hearing.

It is also worth noting that many participants referred to access in terms of access to communication and not necessarily access to employment (although the lack of communication access is argued as the basis for preventing access to employment). The ADA requires telecommunication services, such as cell phones, pagers, call waiting, and operator services, to be accessible and usable for individuals who are Deaf (US Department of Justice, ADA.gov); therefore, access to communication should not be argued as the basis for not permitting Deaf coaches and administrators access to employment within PHSOs. Nevertheless, while many references were made toward budgets and the availability of funding at PHSOs, the narratives suggest that access discrimination (Ilgen and Youtz, 1986) has been exercised to prevent these particular members of society—Deaf people—from entering a specific organization that is predominately hearing.

The data also suggests that Deaf coaches and administrators find contentment with their work experiences and remain employed within PDSOs because of the benefits and the opportunity for advancement. Moreover by working within PDSOs, Deaf coaches and administrators are not perceived as out-group members nor are they considered disabled. This notion is aligned with Critical Disability Theory's tenet, which argues that disability is socially constructed, and persists within an environment that is inadequately prepared to respond to diversity (Hosking, 2008; Meekosha & Shuttleworth, 2009). In an organization, such as [Metro Day School], where the majority of employees are Deaf and Hard-of-Hearing, Deafness (and Hard-of-Hearing) is not perceived as a disability but simply as a way of being. Interestingly, the acknowledgement of ADA regulations rarely comes up in the discussion of access to employment or one's work

experiences perhaps because Deaf people do not associate Deafness with disability although they believe others view it as such.

Having only one participant with experience at a PHSO, I cannot confidently draw an inference about the work experiences at this level. Robert, having a number of years of coaching experience, noted that he could see himself editing film for [Greater South University]—if hired. Robert's perception of his appropriate placement within a PHSO offers some support to Allen's statement that Deaf people are often put in positions well beneath their qualifications. Robert's comment "it was their club, their league, their team" resonated with me for quite some time after the interview had concluded. While he had absolutely nothing negative to say about his experience coaching a predominately hearing team, his reference to *their* suggests that he did not feel as if he belonged. This statement also persuaded me to believe that Robert believed he should have felt privileged to be working for a PHSO; and as a result he resisted "complaining" about his working condition thus refused to seek reasonable accommodations.

Robert was hired to coach a predominately hearing team and the organization failed to provide him with an interpreter demonstrates some form of treatment discrimination. Treatment discrimination occurs once a traditionally under-represented, or out-group, member enters an organization or profession (Greenhaus et. al., 1990). These individuals are typically allotted fewer resources and opportunities than what they deserve (Greenhaus et al., 1990). By not providing Robert with an interpreter, he was denied the opportunity to showcase his true coaching abilities. Although Robert was not obligated to request an interpreter (nor was his employer obligated to provide one without

Robert's request), if it was known that Robert was Deaf and all but one member of the team was hearing, should there have been some accommodation already in place?

ADA regulations state that job applicants and employees must request reasonable accommodations otherwise employers are not obligated to provide them. In principle, this law causes a discrepancy by placing the responsibility upon the job applicant or employee to request fair and equal treatment. If an employer is aware that an employee needs a reasonable accommodation and does not provide one without being asked, consequently, it is evident to the employee that the employer prefers not to do so. Furthermore, the thought of requesting something that has already been denied (or has failed to be provided), places the employee in a social dilemma. This dilemma creates some internal conflict in which the employee is challenged with choosing between what is in the best interest for the self and what they perceive as the best interest of the organization. Thus, employers, rather than employees, should be held responsible for providing a fair and equal employment opportunity in the workplace.

The participants voiced their uncertainty and doubt in predominately hearing organizations'' efforts to "open the door" for Deaf employees. (Essentially the hearing sports club that Robert worked for could have served as a prime example of how to properly do so but failed). The cost associated with hiring Deaf employees has justified the absence of Deaf people in PHSOs nevertheless there was evidence which suggested that many Deaf coaches and administrators do not require any accommodation to perform their jobs. Because of the lack of awareness of Deafness (and deafness) many people do not realize that Deaf people possess a variety of skills and are highly adaptable in their communication. Deaf people have an intensified sense of sight due to their reduced level

of hearing. Thus, the findings suggests that there are many Deaf people who are highly skilled at reading lips and others are proficient in their speaking and writing abilities. Given this assessment, the cost of accommodating Deaf employees should not vindicate the absence of Deaf coaches and administrators in PHSOs.

Lastly, though it is not mentioned frequently in the data, the three participants' references to friends and acquaintances in relation to their hiring are of some importance as it relates to employment opportunities for Deaf people. While the findings suggest that many Deaf people maintain their placement solely within predominately Deaf institutions they are somewhat more disadvantaged than those who are hearing in their social interactions. Taking into consideration the benefits of our social networks, one's social capital, as defined by Bourdieu (1985), can be used as a resource for gaining access to employment. Bourdieu (1985) argues that there are many benefits that can be attained through one's membership or connection to a particular group.

Furthermore, through social capital, individuals can gain direct access to human labor (Bourdieu, 1985). Thus when this cycle is perpetuated wherein Deaf people maintain networks solely within their own community; the more diminished is their social capital which results in fewer opportunities in the workplace. Cuddy, Fiske, and Glick (2008) also argue that power, which is defined by one's ability to regulate resources, is often linked to one's position in society. Thus, when certain groups are overrepresented in high-status positions, people often attribute this outcome to the group's perceived competence (Cuddy et al., 2008). Since hearing people are overrepresented in PHSOs, both Deaf and hearing individuals might perceive hearing people as more competent or better fit for employment within PHSOs. This power

structure in which hearing individuals are overrepresented in sport further reproduces inequalities and oppresses those who are Deaf.

Barriers and Supports

In summary, there appears to be two levels of factors that influence the employment of Deaf coaches and administrators: barriers and supports. While access and treatment discrimination plays a significant role in the under-representation of Deaf coaches and administrators at PHSOs, other factors also serve to keep Deaf coaches and administrators employed within PDSOs. In addition, the disregard toward Deaf people, associations between Deafness and disability and the lack of Deaf awareness serve as barriers to maintain the under-representation of Deaf coaches and administrators in PHSOs. On the other hand, the social networks, job embeddedness and the ties that Deaf people have to Deaf organizations serve as support systems in maintaining their employment within PDSOs. According to Mallol, Holtom, and Lee (2007):

> The critical aspects of job embeddedness are the links an employee has to other people or the community, how he or she fits in the organization or environment and, lastly, what the employee would sacrifice upon leaving the organization…embeddedness suggests that a number of strands connect an employee and his or her family in a social, psychological, and financial web that includes work and non-work friends, groups, the community, and the physical environment in which he or she lives. The higher the number of links between the person and the web, the more an employee is bound to the job and the organization (p. 36).

Implications

As mentioned in chapter two, diversity represents one of the most important issues for sport managers today (Cunningham & Fink, 2006). As patterns of diversification become more prominent in sport organizations there still remains a disregard for individuals who are *considered* disabled. Research pertaining to disability sport has traditionally examined the integration of athletes with disabilities into mainstream sports; attitudes toward persons with disabilities; and performance of persons with disabilities. Furthermore, the experiences of Deaf people—whom are often perceived as disabled by the hearing world—are frequently overlooked among diversity scholars. Markowicz and Woodward (1982) note that there are similarities between Deaf people and other minority groups, but historically, the true experiences of Deaf people have been excluded from science. These authors also note that past research conducted with Deaf people has also failed to take into consideration the influences of the Deaf culture experience (Markowicz & Woodward, 1982). This dissertation is an attempt to begin filling in the gap in the literature.

The issues that were illuminated in this study were significant in that these responses reflect contention and feelings of disregard from individuals who have been almost exclusively employed within PDSOs. Therefore, it is reasonable to believe that Deaf individuals who are employed within PHSOs have experienced similar frustrations and can attest to these problems. Furthermore, with sport being a microcosm of society (Coakley, 2001), and these issues being prevalent in sport, there is reason to believe that Deaf people experience possibly worst treatment at the hand of hearing individuals outside of sport.

In aiming to debunk the myths and stigma regarding Deaf coaches and administrators and furthermore Deafness, it would be beneficial for more Deaf coaches and administrators to seek employment outside of PDSOs. This might bring awareness to hearing employers who lack awareness of the talent and qualifications that Deaf people possess. Deaf people who believe they have been discriminated against during recruitment, hiring, promotions, training, pay, social activities and other privileges of employment should immediately file a complaint with an Equal Employment Opportunity Commission (EEOC) field office (ADA.gov). The EEOC is responsible for investigating charges of employment discrimination on the basis of disability.

In addition, Deaf coaches and administrators as well as sport scholars who are Deaf might benefit by attending academic and athletic conferences that are predominately hearing. Attending conferences will allow Deaf people to share their experiences, through presentations and panels, with those who are not Deaf as well as allow for social interactions to take place between Deaf and hearing people. As a result, hearing scholars will be able to incorporate the information they have acquired regarding Deaf culture into their course curriculum and scholarly writings.

Limitations

The following concepts were taken directly from my reflexive journal and have been expanded upon. Usually when conducting interviews, qualitative researchers will terminate the interview process once a point of saturation has been reached. In this particular study, participants gave very similar responses; however, due to the relatively small sample size, I cannot conclude that I reached a point of saturation. Jackie being the only Hard-of-hearing participant, and Robert the only participant with work experience in

a PHSO, projected very distinctive experiences that were not shared by any other participant. Thus in the future there will be a need for more participants having experience within a PHSO, and more participants who are Hard-of-hearing to determine saturation of the data.

There may have been some questions in which I might have been capable of eliciting more data-rich responses but because of the nature of the study and the participants' unfamiliarity with the researcher, I believe some participants were somewhat elusive when responding to seemingly controversial or sensitive subjects. Although I had presented myself to the participants as an advocate for Deaf awareness, participants might have maintained uncertainty of my true stance regarding Deaf issues.

As mentioned earlier in chapter three, I studied ASL during my undergraduate studies but I am not fluent in ASL; therefore, a certified interpreter was utilized during each interview. If I were to have conducted the interviews myself without being accompanied by an interpreter, I believe the participants might have felt more comfortable in sharing more in-depth responses. It is reasonable to believe that much skepticism surrounds around "outsiders" or those who are not Deaf or children of Deaf adults (CODAs) when inquiring about Deaf issues. For example, during the interviews many of the participants questioned, *why are you doing this research*? Or, *what do you plan to do with this research*? Although these questions are presented in a very generic form, my personal interpretation of these questions translate into, *what benefit is there to me as the researcher*? Similar to Critical Race Theory's interest convergence principle, which has be employed to critically examine racial integration and the benefit to Whites who were key figures in amending segregation (see Bell, 1980), these Deaf participants

might have had some concern as to the underlining purpose for me carrying out this study. In an effort to alleviate these foreseen issues, I openly shared information about my personal background with the participants before, during and after the interviews.

Despite the issues presented here, this study still serves the purpose it was intended. To my knowledge, this is one of the first studies to examine the underrepresentation of Deaf coaches and administrators taking into consideration the Deaf cultural experience. More importantly, this study demonstrates that there are many questions and topics to be addressed in the future concerning both Deaf and Hard-of-hearing people in sport.

Future Research Directions

Based on the findings of this study, I would like to offer future research directions for scholars to consider in continuing this line of study. These suggestions were parts of discussion, which were also taken directly from my reflexive journal and expanded upon. First I will acknowledge that many of the participants offered accounts encompassing the Deaflympics. Some of these narratives were presented in this dissertation as they demonstrated a direct or indirect connection to the research questions. Narratives that were not included in the findings of this dissertation pertained to the difference of treatment between U.S. Olympic athletes and U.S. Deaflympic athletes.

One major difference in treatment was revealed to me while transcribing the data of this study. While transcribing the data I was overwhelmingly frustrated every time I proceeded to type *Deaflympics*, Microsoft Word indicated (with a squiggly red line) that this was not a correctly spelled word. However, there is no error in this spelling, *Deaflympics*. *Deaflympics* simply has not been acknowledged by the engineering of this

software program. However, if I were to misspell *Olympics* or *Paralympics*, Microsoft autocorrects and even capitalizes these terms. Future scholars should continue to gain insights and expose the difference of treatment between Deaflympic athletes and Olympic athletes. For example, scholars should examine the difference in: (a) funding provided by the United States Olympic Committee, (b) sponsorships, and (c) media exposure and coverage.

Robert in particular offered a very interesting take on the debate to merge the Deaflympics with the Paralympics. He argued that Deafness should not be equated to someone who has lost a limb. Likewise, Jackie also drew a similar comparison by suggesting that disabilities are typically associated with noticeable physical debilities. The debate to merge the Deaflympics with the Paralympics and furthermore the debate whether to associate Deafness with disabilities are topics that has begun to receive attention in the sport literature (see Ammons & Eickman, 2011). However, scholars must begin to include the individuals who are affected by these issues into their research.

Any research that is truly concerned with examining the unique cultural experiences of Deaf people need to recognize that they will be collaborating with individuals of the *Deaf* community and not the *deaf* community. Given this, researchers must continue to embrace a critical paradigmatic lens and qualitative methodologies, which aims to emancipate those who experience oppression. As suggested by DeClerck (2010) researchers should aim at developing epistemological frameworks that are emancipation oriented and are motivated by the desire of Deaf people to live equal lives to their hearing counterparts.

Future studies should also examine the intersections of Deafness, race, gender, sexual orientation, and age and how it impacts the workplace experiences of Deaf coaches and administrators. For example, Black feminist theories which are used as a critical examination of the intersections of race, gender and class while centering the voices of Black women and offering empowerment (see Collins, 2000) can also be utilized in future research with Black women who are Deaf.

While the participants expressed a great appreciation for PDSOs, as I analyzed the data, I was taken back to an era when the U.S. legalized racial segregation. *Separate but equal* laws allowed for racial segregation on the basis that each separate institution (or service) was equal in quality. The courts have long established that these separate but equal institutions were not equal in quality; Blacks received services that were beneath the quality that Whites received. This is not to say that I believe Deaf organizations are beneath the quality of hearing organizations, nor am I advocating for the demise of PDSOs; however, I am advocating for a change in the mentality of those who believe the appropriate placement of Deaf employees should be to remain solely within predominately Deaf organizations or positions beneath their qualifications if employed within hearing organizations. Given this viewpoint, scholars should also examine individuals who are hearing to assess their awareness of Deaf success stories. While this may seem very miniscule there are many hearing individuals who are not aware that PDSOs even exist.

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APPENDIX A

THEME ANALYSIS

Themes	Categories	Example of quotes
Access, Treatment & Communication	-Has not applied to PHSO	- "No, never applied. Not yet. Not yet"
	-Interest in PHSO	- " Well I might be open to it! You know I would have a lot of questions…would you provide me with interpreters…would I have full access"
	-Experiences as coach/administrator	- "I mean there are many Deaf people who just feel like they're not going to waste their time to even go through the process"
	-Concerns with accommodations	- "I have the highest confidence in my coaching abilities of course. But really the issue is communication"
		-"Well interpreters aren't cheap"
		- "People are intimidated by the cost of all the hiring interpreters"
		- "Well just in general, Deaf people would like to have interpreting services, to have open communication access
Oppression and Disregard Toward Deaf People	-Perceptions of PHSOs toward Deaf	- "Here in American, you know, if you can't speak people just sort of disregard you"

	-Feelings toward PHSOs	-"You know they are not sure how to open that door" - "Well, I want you to look at it from—do they want to hire us? From their point of view, I don't think they do"
	-Oppression	- "They're oppressed! You know, they're told oh we'll get to you later…they're put in positions that's beneath their qualifications
	-Experiences attending athletic conferences	-" I'm often the only Deaf person and I do find myself feeling frustrations" - "And I feel that hearing people just have a habit of listening only and you know, often talking with other hearing people, and just disregard me so that has affected me" - "It was difficult for me to be involved… I was the only Deaf coach"
Deafness Associated with Disability	-Mentions ADA	- "They provide better resources because the ADA has to provide interpreters or note takers or whatever" - "Deafness is a disability you know. We're under the Americans with disabilities Act and often called disabled. I don't consider myself disabled! You know, I have a disability when a hearing person can't deal with me"
	-Disability comments	- "I don't see it that way but

		in general the doctor's terminology, politically yes, but really I'm able to do everything except for hear" - "Well for me I don't consider myself disabled. I consider myself one of a minority" - "Disability, oh no. Because we just have a hearing lost" - "Obviously, you know if I cant hear than I'm labeled disabled… although I can provide a service, I'm still labeled disabled"
Lack of Awareness	-Deaf Awareness -Connection to Deaf culture/Deaf Stigma	- "If they were educated enough to understand, Deafness and hard of hearing, if they don't we have to kind of educate them" - "They just don't understand. They're not sensitive" - "He said he knew about it but he wouldn't play for them because they wouldn't allow him to wear his hearing aids during the games" - "We wanna get the person involved but because of this policy he wasn't interested"
Comfort Level in PDSOs	-Benefits, opportunities, and comfort	- "I really just cherish what I have here" - "I mean, I love my job of course, we have a lot of

		perks…flexible hours, dress code is nice, we have a great department to work here" - "I can move up, you know I have all the opportunities I need here" - "Where I feel my comfort zone is of course with the Deaf and hard of hearing community" - "Well I was fortunate because I was working in a Deaf environment. I had full access to communication, it was never an issue for me" - "I enjoy the people I work with, it's a wonderful fun environment" - "If I stay here I have good access"
Social Networks	-Beginning working in athletics - Referred by friend for employment	- "Allen and I go way back… he offered me the job and I couldn't refuse" -"My friend who was a coach for the volleyball team said hey why don't you come and join us" -"We were trying to figure out how to hire a full time coach so they thought of me" - "A friend of mine…he asked me you know the sport coordinator position is open"

		- “They asked…why don’t you coach in the fall”

APPENDIX B

INTERVIEW PROTOCOL

1. Describe how you began working in athletics.
2. Describe your experiences as a Deaf person applying for coaching/administration positions. (e.g. recruiting, applying, interviewing and hiring).
3. If work experience at a PHSO, what has that experience been like being Deaf?
    a. Describe your experience in applying, interviewing, and hiring process.
    b. Describe the employer-employee relationship.
    c. Describe relationship with peers.
4. What other types of sport organizations have you been employed or are interested in working (e.g. professional, semi-professional sport, university, Olympics)?
    a. What factors would stop you from applying or working there?
5. Describe your feelings about being Deaf and working in PHSOs?

APPENDIX C

EMAIL SCRIPT

Dear (participant name),

I am writing to invite you to participate in a research study examining the experiences of Deaf sport administrators and coaches. Although sports play a huge role in the Deaf community, individuals who are Deaf are largely underrepresented in sport administration and coaching positions. This study is an effort to shed light on your experiences as a Deaf sport administrator/coach and to give voice to members of an underrepresented and unheard population.

This study will be conducted by Tiffany Hooks, Doctoral candidate at Texas A&M University, under the advisement of Dr. George B. Cunningham, principle investigator and graduate advisor. You have been selected as a potential participant because you are a Deaf sports administrator or coach.

If you agree to participate in this study, you will be asked to:

(1) Engage in a 30-60 minute long face-to-face interview that will be audio recorded for the accuracy of your ASL. I will be interviewing you at a time and location that is convenient for you if you choose to participate in the interview. * Interviews will take place December 6, 2012 through December 12, 2012.

(2) After completing an interview you will then be asked to view the interview transcript to verify accuracy. A week after the interview, you will be provided with your interview transcript and will be given two weeks to review it and verify its accuracy. Your interview transcripts will be stored securely in my office for a period of three years. Only I will have access to the data collected.

Your participation is voluntary and you may choose not to participate or withdraw from the study at any time without your current or future relations with Texas A&M University being affected. The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

This is a confidential study; hence, your identity will not be disclosed in any fashion. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only I will have access to the records.

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

If you would like to participate in this study or request further information please contact me at t42hooks@hlkn.tamu.edu or by cell phone at (310) 488-1931.

*Please indicate if a certified interpreter will accompany you during interview. I am hearing and have signing skills however I am not a certified interpreter; therefore, interview times may vary without certified interpreter present.

APPENDIX D

CONSENT FORM

Project Title: Examining the underrepresentation of Deaf administrators and coaches at predominately hearing sport organizations.

You are being invited to take part in a research study being conducted by Texas A&M University. You are being asked to read this form so that you know about this research study. The information in this form is provided to help you decide whether or not to take part in the research. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefit you normally would have.

WHY IS THIS STUDY BEING DONE?
The purpose of this study is to examine the experiences of Deaf administrators and coaches as they have been underrepresented in the context of sport as well as the larger society.

WHY AM I BEING ASKED TO BE IN THIS STUDY?
You are being asked to be in this study because you are a sport administrator or coach who is Deaf.

HOW MANY PEOPLE WILL BE ASKED TO BE IN THIS STUDY?
20 people (participants) will be enrolled in this study.

WHAT ARE THE ALTERNATIVES TO BEING IN THIS STUDY?
The alternative is not to participate.

WHAT WILL I BE ASKED TO DO IN THIS STUDY?
Your participation in this study requires the completion of a one-time questionnaire that should take approximately 10-20 minutes to complete. Some participants may be contacted at a later time to partake in an individual interview with the principle investigator, Tiffany Hooks. Interviews will be scheduled and conducted at the participant's convenience. Interviews will take approximately 30-60 minutes.

WILL VIDEO OR AUDIO RECORDINGS BE MADE OF ME DURING THE STUDY?
Yes.

The researchers will make an audio recording during the study so that your signed language and thoughts will be interpreted accurately only if you give your permission to do so. Indicate your decision below by initialing in the space provided.

_____ I give my permission for audio and/or video recordings to be made of me during my participation in this research study.

_____ I do not give my permission for audio and/or video recording to be made of me during my participation in this research study.

ARE THERE ANY RISKS TO ME?
The things that you will be doing have no risk than you would come across in everyday life.

Although the researchers have tried to avoid risks, you may feel that some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

ARE THERE ANY BENEFITS TO ME?
There is no direct benefit to you by being in this study.

WILL THERE BE ANY COSTS TO ME?
Aside from your time, there are no costs for taking part in the study.

WILL I BE PAID TO BE IN THIS STUDY?
You will not be paid for being in this study.

WILL INFORMATION FROM THIS STUDY BE KEPT PRIVATE?
The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Tiffany Hooks will have access to the records.

Information about you will be stored in a locked file cabinet. This consent form will be filed securely in an official area.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

WHOM CAN I CONTACT FOR MORE INFORMATION?
You can call the Principal Investigator to tell her about a concern or complaint about this research study. The Principal Investigator Tiffany Hooks, can be emailed at t42hooks@tamu.edu. You may also contact the Principal Investigator's advisor, George B. Cunningham, PhD, at (979) 458-3560 or email gbcunningham@tamu.edu.

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research and cannot reach the Principal Investigator or

want to talk to someone other than the Investigator, you may call the Texas A&M Human Subjects Protection Program office.

- Phone number: (979) 458-4067
- Email: irb@tamu.edu

MAY I CHANGE MY MIND ABOUT PARTICIPATING?
You have the choice whether or not to be in this research study. You may decide not to participate or stop participating at any time.

STATEMENT OF CONSENT

I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I can also ask more questions if I want. A copy of this entire, signed consent form will be given to me.

_____ _____

Participant's Signature Date

_____ _____

Printed Name Date

INVESTIGATOR'S AFFIDAVIT:
Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____ _____

Signature of Presenter Date

_____ _____

Printed Name Date

APPENDIX E

VITA

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Selected Presentations:

Hooks, T. (2012, November). *Examining the Under-representation of Deaf Coaches and Administrators in Intercollegiate Sport. North* American Society for the Sociology of Sport 2012 Conference, New Orleans, Louisiana.

Hooks, T. (2012, March). *Examining the Academic Advising Styles for Division I Student-Athletes.* 1st Annual Texas Graduate Sport Management Student Symposium 2012, Austin, Texas.

Hooks, T. (2011, November). *Perceptions of Walk-on Student-Athletes at a Major Division I University*. North American Society for the Sociology of Sport 2011 Conference, Minneapolis, Minnesota.

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